**BOOK ACTIVITY 7: *Running Out of Time* Double-Entry Journal**

For this book activity, you will keep a double entry journal for *Running out of Time*, Chapters 9-16. In the left column, copy a significant quote/passage from the text. In the right column, record your reactions, interpretations, and responses to the text segments. Try to have at least a few of your selected passages and reflections focus on the comparison of life in the modern world with life in the 1800’s, but feel free to select other passages that evoke a personal reaction, interpretation, or response.

**Part 1.** You must have a minimum of one entry per chapter. Your journal entry will look something like this (these entries are from the book *Hatchet*).

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| **Page #/Passage** | **Response/Reaction** |
| P. 44  It was water. But he did not know if he could drink it. Nobody had ever told him if you could or could not drink lakes. There was also the thought of the pilot. | I feel so bad for Brian. He’s really thirsty and here’s all this water. But he’s afraid to drink it. He probably wonders if it’s safe or not. That’s why he says nobody told him if you could drink lakes. I don’t know. Can you? Then he thinks of the pilot. That must really freak him out. I mean the pilot is somewhere in that lake, dead. If he drinks the water, he probably thinks he’ll be drinking the pilot’s blood or something. |

**Part 2.** When you have completed your chapter entries, select the most important quote of that section of the book and write a reflective journal entry on it. This should be a quote that you feel best captures an important aspect of character development or theme as the plot develops in Chapters 9-16.

Bring this activity to our next class. We will be using it to learn more about literature response journals and assessing student’s application of reading comprehension strategies.

See the scoring rubric on the back of this assignment.

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| **Activity 9: Double-Entry Journal 38 points** |  |
| Included at least 8 significant quotes, one for each chapter (8 pts). |  |
| Included at least 8 thoughtful responses/reactions, some of which focused on the comparison of modern life to life in the 1800’s and some that evoked a different type of personal response. (24 pts)  Response 1 E D M Response 5 E D M  Response 2 E D M Response 6 E D M  Response 3 E D M Response 7 E D M  Response 4 E D M Response 8 E D M | OVERALL  E (0-8)  D (9-16)  M (17-24) |
| Selected the most important passage (1 point) and wrote an additional reflective response about why you selected this as most important (3 pts) | E D M |
| Used correct grammar, spelling, mechanics, etc. (2 points) |  |
| **TOTAL (out of 38 points)** |  |
| **E= Emerging Response**  Response *minimally* connects text to focus of the prompt and reflects a *slight* degree of thoughtfulness or emotional impact  **D=Developing Response**  Response *adequately* connects text to focus of prompt and reflects *some* degree of thoughtfulness or emotional impact  **M=Maturing Response**  Response *substantially* connects text to focus of prompt; response reflects a *high* degree of thoughtfulness or emotional impact | |